Synopsis

TDU, December 2022

Research Hypothesis: *To determine if the practice of moral ethical codes (Yama & Niyama) affect crafting creative kindness and authentic happiness in children between 7 to 12 years of age.*

- These interventions were administered in two schools to children between 7 and 12 years of age (Piaget's Concrete Operational Stage).
- Their purpose was to provide moral and ethical interventions to the children to help build character and social skills.
- These moral and ethical interventions were the *yama* and *niyama* principles from *Yogasutras* and the creative kindness suite from the *Yogasutras* and the Buddhist teachings.
- The interventions were a home-grown program curated using storytelling, focus, mindfulness, relaxation exercises, group activities, and discussions.
- The data collected and tabulated from a sample size of 358 children in 8 classes from 5 questionnaires over one academic year.
- This interdisciplinary research used an advanced mixed method with convergent design, along with experiment and social science framework.
- Adequate literature was conducted from Indian and Buddhist psychologies, Global scholarship frameworks, meta studies associated with this research and individual researches.
- It also used Participatory Action Research (PAR) with quasi-experimental framework. Instead of a control group, retrospective data or postest data was collected with the response shift mechanism.

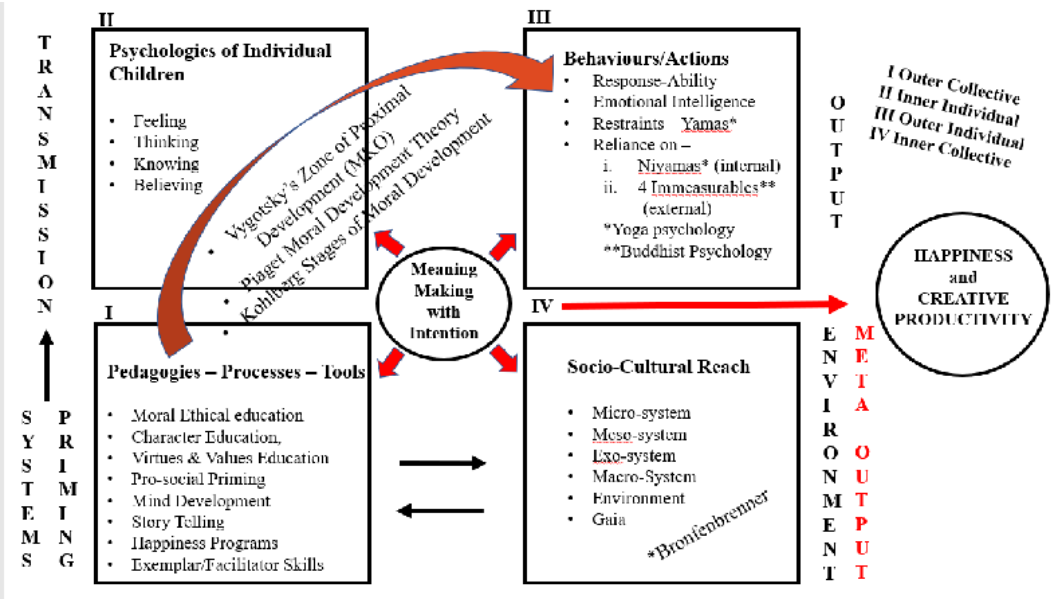
- This research is also aligned to Global psychological models aligned with:

  i. Piaget (Life Span and Moral Development Theory),

  ii. Kohlberg (Stages of Moral Development),

  iii. Bronfenbrenner (Bio-Ecological Frameworks) and,

  iv. Vygotsky (Socio Cultural Theory and Zone of Proximal Development).



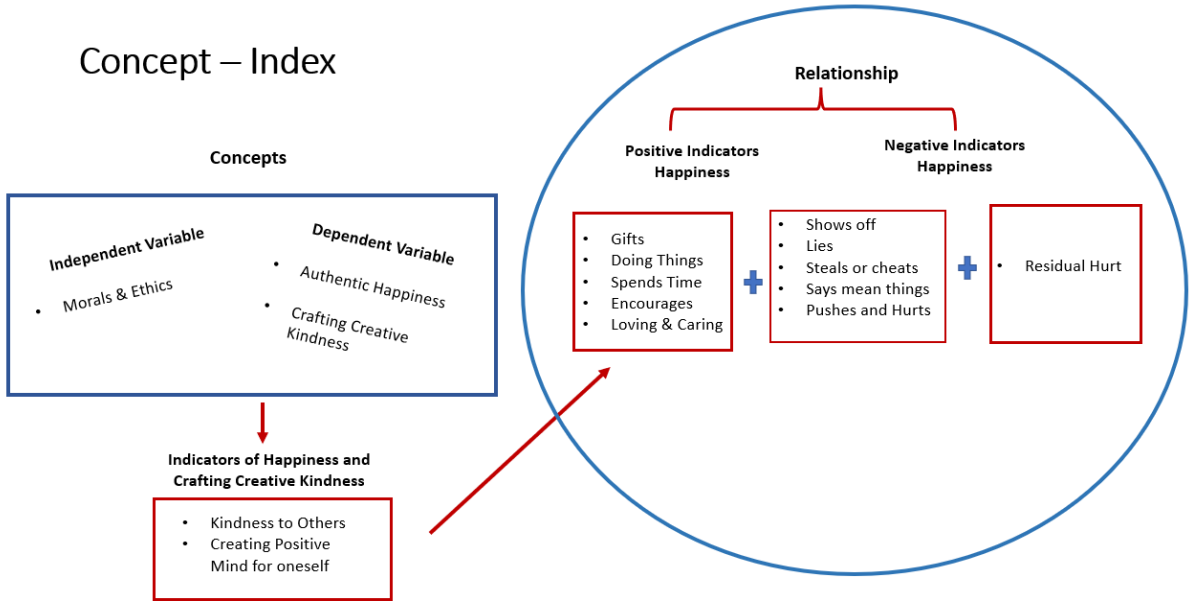
- The interventions were provided for the children to develop abilities to cultivate relaxed states, concentrate on activities, and reflect on oneself and on one's actions with a purpose to build and gauge if good habits, discipline, compliance responsibility, moral and ethical codes, cooperation were being followed in performing one's duties.

- As a curriculum for character development,

- Prosocial skills development,

- Gaining clarity on happiness and kindness, and,

- Inculcating mindfulness focus.



- The data from the questionnaires were collected during the program to assess it, and to gauge its efficacy and to see if it was working for the children.
- For quantitative data and its analysis close-ended questions were asked
- For qualitative data and its analysis open ended questions were asked to check if the program worked for the children.
- Additional 13 interviews were carried out to assess the post intervention results to gauge if the children were continuing with what was taught and deriving similar benefits as during the interventions.
- The penultimate part presents the research findings followed by suggestions for future direction for this research.